

**HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHERS'
COMMITMENT IN HARD-TO-REACH AREAS IN UGANDA: A CASE OF ABIM
DISTRICT KARAMOJA SUB-REGION**

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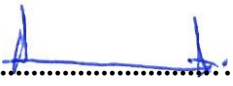


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DECLARATION

I, **Allen Acam**, do hereby declare that to the best of my knowledge and understanding, this is my original work and has never been submitted to any University, College or Institution of higher learning for any award. However, any sources of information are duly acknowledged.

Signature..........

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APPROVAL

This is to certify that this research proposal has been done under my supervision and now ready for submission for examination in partial fulfilment of the requirements for the award of the Degree of Masters of Education of Uganda Christian University with my approval as the Institute Supervisor.

Signature 

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Date 

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LIST OF ABBREVIATIONS/ACRONYMS

CCTs	:	Centre Coordinating Tutors
DEO	:	District Education Officer
DISs	:	District Inspector of Schools
HMI	:	Her Majesty's Inspectorate
HRM	:	Human Resource Management
REC	:	Research Ethical Committee
TPD	:	Teacher professional development
UK	:	United Kingdom

DEFINITION OF OPERATIONAL TERMS

Human Resource Management:	Refers to the policies and practices involved in carrying out the human resource (HR) aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labour relations.
Human resource:	This is a function in organizations designed to maximize employee performance in service of an employer's strategic objectives and goals.
Performance Appraisal:	This is referred to as the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development.
Promotion:	This is the shifting of employee for a job of higher significance and higher compensation.
Job satisfaction:	This is defined as an individual's general attitude regarding his or her job.
Teachers' commitment:	This refers to the affective, calculative and normative commitment manifested in the intention to stay with the teaching profession and perform the assigned tasks.

ABSTRACT

This study investigated human resource management practices and teachers' commitment in hard-to-reach areas in Uganda, focusing on Abim District, Karamoja Sub-Region. The objectives of the study were: to examine the performance management practices aimed at improving teacher commitment to work in primary schools in Abim District; to examine how staff maintenance practices affect teacher commitment in primary schools in Abim District; to explore the effect of performance rewards on teacher commitment in primary schools in Abim District; and to establish how teacher professional development influences teacher commitment in primary schools in Abim District. The study adopted a descriptive research design with a quantitative approach, and data was collected using questionnaires and analyzed using the Statistical Package for Social Scientists (SPSS) version 26. A sample size of 53 respondents was used. Analysis of Variance (ANOVA) was conducted for each objective, revealing the following: For Objective One, performance management practices were found to have a significant impact on teacher commitment, $F(1.51) = 3.289$, $p = .076$, indicating significance at $p > .005$. For Objective Two, staff maintenance practices had a highly significant effect, $F(14.743) = 14.743$, $p = .000$, indicating strong significance. For Objective Three, teacher professional development also showed a significant influence, $F(20.417) = 20.417$, $p = .000$. These findings suggest that teacher commitment was primarily driven by professional development ($R^2 = .286$ or 28.6%), followed by staff maintenance ($R^2 = .224$ or 22.4%), and to a lesser extent, performance management practices ($R^2 = .061$ or 6.1%). The study concluded that teacher commitment in Abim District is significantly influenced by professional development, staff maintenance, and performance management practices in that order. Based on the findings, it is recommended that performance management practices be implemented in alignment with change management theories to enhance teacher commitment. Furthermore, staff maintenance practices should be encouraged among head teachers and education stakeholders as they play a critical role in fostering teacher commitment.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In many organizations, effective human resource management practices play a crucial role in fostering employee commitment and retention, ultimately influencing organizational performance and sustainability. In the context of education, these practices are vital in ensuring that teachers remain motivated and committed to delivering quality education. However, in hard-to-reach areas of Uganda, such as Abim District in the Karamoja Sub-Region, achieving and maintaining teacher commitment presents unique challenges. These areas often face adverse conditions, including poor infrastructure, limited access to resources, and a lack of professional support, which collectively make it difficult for teachers to remain committed to their roles. The resulting high turnover and absenteeism rates among teachers in these regions have significant implications for student performance and educational outcomes.

This study, therefore, aims to examine the relationship between human resource management (HRM) practices—specifically performance management, staff maintenance, professional development, and performance rewards—and teacher commitment in hard-to-reach areas. Teacher commitment, in this context, refers to teachers' dedication to their roles and their intention to continue working in challenging environments despite the hardships. Through focusing on Abim District in the Karamoja Sub-Region, this study seeks to understand how HRM practices influence teacher commitment and identify strategies to enhance teacher retention in such areas. This chapter provides the background of the study, problem statement, objectives, and research questions, along with the significance, justification, and conceptual framework of the study.

1.1 Background To The Study

The most important factor that affects the fighting power and success of all institutions in today's competitive environment is human resources (Ozturk, 2021). According to him, the growth of the institutions, changing management

mentality, variable and dynamic environmental conditions, and other contemporary developments has increased the importance and expanded the domain of human resources management in institutions. The desire to achieve a functional education system is widely spread among stakeholders in the education industry. This cannot be easily achieved without a progressive and effective management of personnel by administrators in the school system (Ezeugbor & Akinfolarin, 2024).

Good human resource practices are not enough in themselves in improving the employee commitment or building their productivity in an organisation but also the culture of the organisation which is strongly influenced by the leadership and management approach used (O'Riordan, 2023). In an educational setting context, staff and students are the human resources in the school that produces educational outcomes and hence sustaining their interests and aspirations usually reduces tension and unnecessary conflict hence promoting individual commitment of the school development plans.

1.1.1 Historical Perspective

The history of management of workers according to Nelson (2023) cited in Koumparoulis et al. (2022) dates back to the time of industrial revolution in Europe. During the 17th century, virtually all industries regardless of the types of manufacturing

operations taking place required supervision of workers by the foreman. Later on, Taylor discovered that human labour was analogous to machine work since workers tended to ration their work load resulting into a loss of wages and this made them less efficient. Taylor then came up with the scientific management approach which included scientifically selecting, training people to develop workmanship and provided detailed instruction and supervision of each worker based on right employee on the right job (Payne, 2022).

Taylor's approach of improving management of workers came to be practiced in the field of education in the United Kingdom (UK) in 1839. Supervision at this time was part of the process of external inspection services carried out by Her Majesty's Inspectorate (HMI) (Kavishe, 2023). This was aimed at motivating

teachers to be committed and be able to perform their work well and raise children's achievement. However, the discovery of the human factor by Elton MayoSmith (2023), ushered in a new era in which workers' needs were recognised and met in contrast to the scientific management type of Taylor hence workers were motivated to work. Human relations management according to Aldaihani (2022) places much emphasis on creating satisfaction in the teachers by showing concern in them as people but with the postulation that satisfied teachers will be more fruitful, committed and open to leadership.

Human resource management was informed by the western managers practices without bearing in mind the nature of human resource management in Africa as a continent with its own cultural values and beliefs (Harvey, 2023). It means that in an African context, the workforce is becoming more and more multicultural and diverse. The environments they work in are also becoming more and more complex. Hence the need for the human resource management practices that understand the human resource needs and addresses them in order to make them more committed to the organisation.

1.1.2 Theoretical Perspective

This study intended to use the motivation theory. Several motivational theories have been put forward in order to improve on the employees' output in an organisation. According to Reece & Reece 2021, there are five major motivational theories that social scientists have found useful for workplace leaders.

The hierarchy of needs theory of motivation by Abraham Maslow in 2024 was a theory based on motivation of human beings to achieve a desired outcome, a psychologist who came up with the hierarchy of needs theory of motivation Maslow 2024. This theory states that there are five needs in a person's life that will motivate them, and that one need must be satisfied before another need will act as a motivator. These five needs include physiological needs, safety and security needs, social or belongingness needs, esteem needs, and self-actualization needs. In this study, management practices are assumed to promote the achievement of all the needs of staffs so that they can become more committed to their jobs.

Herzberg's motivation-maintenance theory is another supporting theory to this study. This theory has motivational factors that have been said to mimic Maslow's motivational factors. Herzberg's theory states that maintenance factors represent the basic needs people have in life, such as work, money, job security, and relationships with others (Reece & Reece, (2021)). These factors are similar to Maslow's physiological, safety, and belongingness needs. Herzberg claims that these are items we take for granted and that because we take them for granted, they don't serve as motivational needs, but the absence of these items will cause a person to have a lower morale and workplace productivity.

Another motivational theory is the expectancy theory. This theory is based upon the idea that if you believe you can achieve something, it will motivate you to succeed in achieving it. The more you want something, the more you will have a high success rate at achieving it. Reece & Reece (2021) state that this is referred to as the self-fulfilling prophecy, which says that if you can conceive it and believe it, you can achieve it. However, this theory does not address how someone will achieve their goals and assumes that everyone will work ethically to reach them. Leaders who want to use the expectancy theory to motivate their employees are encouraged to do three tasks. According to Reece & Reece (2021), these include determining what rewards each employee values, being clear about what behavior the company expects from its employees, and ensure the desired levels of performance are challenging yet achievable.

The next motivational theory belongs to Douglas McGregor. McGregor's Theory X/Theory Y suggests that managers place their employees into two categories. Theory X managers believe that employees are lazy and have to be forced to work as they have no ambition and wish to avoid responsibility. Theory Y managers have a more positive view of their employees and believe that employees are committed to the company, want to work hard, and take on responsibility.

The goal-setting theory is the final motivational theory; it asserts that successful companies have a common purpose or goal that everyone within the company is

striving to achieve. This goal is what motivates the employees, and the more they focus on achieving this goal, the more likely the goal is to be achieved

This study therefore, intends to use the Herzberg motivational maintenance theory to understand how human resource management can improve on the teacher's commitment to work in Uganda. Motivation is a way to create a high amount of passion in order to achieve organizational goals, and this condition is addressed by fulfilling certain individual needs. According to Babatunde (2021), managers within businesses or organizations are largely responsible for ensuring that the activities or roles are conducted in the right way by workers. To accomplish that, these HRM must guarantee that they have a professional team of workers to hire the best staff capable of doing the job. To optimize the productivity of the employees, the employee needs to be motivated enough. At this level, one must understand human nature better understand how motivation can impact on the performance of the employee. To achieve this goal, it is important to combine the correct motivational resources with successful management and leadership in as much as motivation impacts on employee performance (Haque et al., 2022). Observations indicate that workers who are well motivated are more productive and creative in achieving business or organizational goals. On the other hand, less motivated workers are less productive and appear to deviate from the accomplishment of organizational goals.

1.1.3 Conceptual Perspective

Teachers Commitment can be categorised as either for academic achievement or to school and student teaching. Academic commitment is teachers' psychological attachment to the teaching profession (Bibiso et al., 2022). The rapid changes in education system are generally carving the roles and scopes of works for teachers in the academic environment. Teachers need to be creative and innovative in order to develop the commitment towards any given tasks and to enhance the students' academic achievement. According to Muhammad & Hussain (2022) at the organizational level, committed employees normally put on a greater effort at their workplace. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools.

The other category is the teacher's commitment to school and student. Teaching is a complex and demanding career that requires intense dedication (Wiener, 2021). Commitment is a high level of attachment to an organization (Yalun & Du, 2023). Teacher commitment and engagement has been identified as one of the most critical factors in the success and future of education (Huberman, 1993). Teacher commitment is one of the major professional characteristics that influence an educator's and commitment results from the job satisfaction. High level of job satisfaction will influence teachers' commitment. Teacher commitment is highly related to teachers' work performance which has a significant influence on students' achievement. In any educational institution, learners are the most important element and their achievement deeply depends on teacher commitment. Low level of teachers' commitment reduces students' achievement (Kırkıç & Balcı, 2021).

1.1.4 Contextual Perspective

Karamoja, a sub-region in northeastern Uganda, has faced decades of challenges due to prolonged conflict, a harsh climate, and persistent poverty. The region has some of the highest poverty indicators in the world; for instance, 80% of households are food insecure, unemployment exceeds the national average, and a large proportion of children grow up in poverty (Brown et al., 2022). Although recent disarmament efforts have brought relative peace to the region and attracted foreign investment, the area continues to experience difficulties in education and workforce retention. Many Karamojong have moved away from traditional cattle rearing, settling in semi-permanent or permanent villages with hopes of accessing education and economic opportunities for their children. However, these aspirations are undermined by persistent issues in the education sector, particularly in hard-to-reach areas like Abim District.

In Uganda's education sector, challenges such as high teacher and student absenteeism, weak school management, inadequate learning materials, and large class sizes are prominent across the country. These challenges are amplified in hard-to-reach areas like Karamoja, where a severe shortage of teachers and the lack of adequate housing deter educators from remaining in these areas. This lack of commitment among teachers affects both the consistency and quality of education, leading to low student enrollment and poor academic outcomes in the region. In Abim District specifically, teachers frequently leave their positions due to the difficult living conditions and limited professional support, which further exacerbates the shortage of committed educators in this challenging environment.

In response, this study focused on examining the relationship between human resource management practices and teacher commitment in Abim District. Understanding how factors like performance management, staff maintenance, and professional development impact teacher commitment may help address the broader issue of teacher retention and improve educational outcomes in hard-to-reach areas.

1.2 Statement of the Problem

Educational success in any institution is highly dependent on teachers' commitment, as dedicated teachers prepare lessons, teach, and assess learners effectively. However, Karamoja, a sub-region in Uganda, continues to face low educational performance levels. For instance, Abim District's Primary Leaving Examination (PLE) pass rate dropped from 78.4% in 2022 to 76.6% in 2023 (NAPE, 2023). Teacher shortages, lack of housing, and poor working conditions in hard-to-reach areas contribute to these challenges.

To improve educational outcomes, several interventions have been implemented, including housing incentives and teacher training. The Ugandan government has offered limited teacher accommodations and allowances to retain educators in these remote districts (Ministry of Education and Sports, 2022). However, these efforts remain insufficient, as schools still face high absenteeism and unprepared teachers due to challenging working conditions (UNESCO, 2021). Consequently, poor performance and low student retention persist in Karamoja.

Despite these efforts, a critical gap exists in understanding which specific human resource management practices could effectively enhance teacher commitment in challenging environments. Existing studies have addressed teacher motivation but lack focus on HRM strategies suited to Karamoja's context. To bridge this gap, this study aimed to examine HRM practices such as performance management, maintenance, and development to boost teacher dedication in Abim District's hard-to-reach areas..

1.3 Purpose of the Study

The purpose of this study was to assess the effect of human resource management practices on the commitment of teachers to work in Abim district, a hard-to-reach area of Karamoja Sub-Region, Uganda.

1.4 Specific Objectives

This study was guided by the following research objectives

- i. To examine the performance management practices geared towards improving teacher commitment to work in the primary schools in Abim District in Karamoja Sub-Region.

- ii. To examine how staff maintenance practices affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.
- iii. To establish how teacher professional development affects teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.

1.5 Research Questions

This study was guided by the following research questions

- i. What performance management practices are directed towards improving onteacher commitment to work in the primary schools in Abim District in KaramojaSub-Region?
- ii. How do staff maintenance practices affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.
- iii. How does teacher professional development affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in Abim district. Abim District is a district in Uganda which borders Kotido district to the North East, Napak District to the South East, Otuke District to the South West and Agago district to the West. The rationale for selection of the district is because it is one the hard-to-reach districts within Karamoja sub-region and often registers low learners' performance during national assessment. It also grapples with the rampant absenteeism, late coming, leaving school early, lack of commitment to work and being redundant while at work and this has affected the enrolment and turn- over rate of students.

1.6.2 Content Scope

This study intended to determine the relationship between human resource management practices and teacher commitment to work in the hard-to-reach areas, the strategies employed in the district, their impact and contextual challenges faced by teachers while executing their duties in Abim district in Karamoja sub-region.

1.6.3 Time Scope

The study covered a period of five years (2017 to 2022) to ensure that the respondents' lived experience were still fresh in their mind and they could recount this in their responses.

1.7 Significance of the study

The findings of this study, like other studies, might be of great value to school

administration, ministry of education and sports, district education office, education policy makers, non-governmental organisations and other researchers since it brought out insights of the various human resource management practices that were context based to the teachers living in Karamoja Sub-Region. The study would also help the ministry of education identify the appropriate resources that are suitable to enhance teacher commitment to duty in schools in Uganda.

1.8 Conceptual Frame Work

A conceptual framework showed the relationship between HRM practices and teachers' commitment or job satisfaction

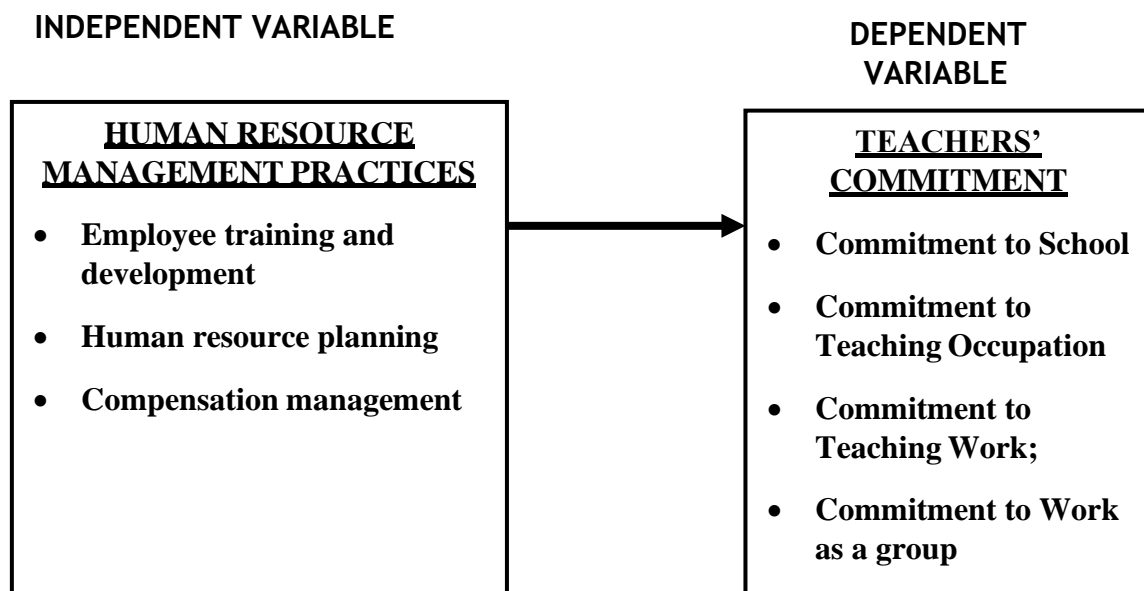


Figure 1: Conceptual Frame by Saifanlislam K.M et al, Razak NA , Darmawan , JP Keeves and adopted by researcher.

From the conceptual framework above, it is assumed that when there is employeetraining in the school, teachers will be committed to the school by doing all it requires, for example, marketing the school to the outside world. This assumption takes into consideration that teachers will be expecting more and more training and career development which will be to their advantage in continuous professional development.

Also from the conceptual framework above, it is assumed that when there is human resource planning, there will be teacher commitment to the school, to

work and to work as a group. Finally, it is assumed that when there is good compensation management teachers will be committed to the school, to work and to work as a group.

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review in the study following the objectives stated in chapter one to explain how human resource management practices affect teacher commitment to work.

2.1 Performance Management Practices

Performance management, according to Aguinis, (2013) is a continuous process of identifying, measuring and developing the performance of an organisation by linking each individual's performance and objectives to the organisation's overall mission and goals. It can also be considered as a set of measures and information that is done in order to increase the optimal use of facilities and resources in order to achieve organisational goals with efficiency and effectiveness (Smither & London, 2009).

In every formal organisation such as a school, performance management is usually an essential part of running an enterprise. For the leader or administrator to ascertain if the employees are performing the way they are expected, a tool is necessary to this effect. However, most employees in schools have a challenge with this kind of activity since it focuses more on the past instead of the present. In some instances, employees feel it is an avenue used by management to look for and document the negative things done by individuals (McGhee & Stark, 2021).

Employers should deliberately ensure that the performance management processes are followed since such processes work together and support each other leading to a natural and effective performance management in an institution.

2.1.1 Performance Management

Processes/Cycle Performance planning

The performance plan between the supervisor and the supervisee establishes the commitment by the person towards the assessment period (Vance, 2006) and

also provides a frame work within which the performance achievements of an individual shall be measured at the end of the assessment period (Mäkipää et al., 2021). Such an initial performance agreement needs to be developed by the appraisee while using the standardised outputs and targets of the given period such that the duo sit down to discuss and agree. This generates confidence in the appraisee and improves his/her output in relation to the expected outcomes.

Performance monitoring

It is always a good practice in performance management to monitor the implementation of the performance agreements made by the supervisor and supervisee (Virgana & Kasyadi, 2020). The reports generated out of the monitoring should be in position to assess the extent of achievement of the set targets and also inform decision making by management. In normal circumstances, the appraiser holds the responsibility of continuously monitoring the performance throughout the given period (Justine et al., 2021) in order to be sure the activities are in line with the performance plan and the plan is on track such that it provides advice for remedial actions to be taken.

In Uganda, the Ministry of Education and Sports expects all the teaching staff to be monitored every term using already designed forms and a review meeting is expected to take place (Allen et al., 2016). They are also expected to identify the performance gaps and develop a teacher support and professional development mechanism to be implemented that term or period. Such performance gaps include subject mastery, teaching methods, interpersonal skills, lesson planning and time management, record keeping and learner assessment among others (Atwebembeire et al., 2018). Also, development activities may include mentoring, coaching, institutional-based professional development and professional learning communities.

In educational institutions, performance monitoring can be conducted using various tools such as lesson attendance register to monitor teacher lesson attendance (Gordon & Grey, 2018). In most cases, class monitors or leader fill the register for the case of upper primary and secondary schools while head of lower section fills for lower primary. Weekly attendance registers are usually submitted to the deputy headteacher who in turn compiles a weekly report to

be submitted to the head of the institution who also files such reports and refers to them when need arises. It is from such records where evidence for rating the teacher is obtained from in relation to conducting lessons, lesson recovery schedule and lesson observation (Kanjee, 2020). The national teacher policy guidelines also require teachers to be observed termly by headteacher, peers or senior teachers so that it acts as a basis for their evaluation (Ministry of Education and Sports, 2010). Such lesson observations should not be targeting at finding faults of the teacher but to help him/her improve on the performance.

Performance appraisal

Once the head of the institution has set targets with the teachers, this becomes a document that binds and acts as a basis through which teachers shall be evaluated. Performance appraisals over the course of the term will cumulatively constitute the annual appraisal report which acts as the end of the cycle performance assessment (Othman, 2014). Such reports are desired after three months for the teachers in government service under probation and at the end of the year for teachers already confirmed in service (Ministry of Education and Sports, 2010). It is also mandatory that the appraisal meetings between the appraiser and the appraisee must be held and the earlier agreed upon guidelines shall be refereed to from time to time during the process. The appraiser is expected to prepare for the meeting, be honest and open, provide a conducive environment for appraisal meeting, deal with the problem and not the supervisee, be a good listener, always seek for the appraisee's input and always provide immediate constructive feedback (Elliott, 2015). Conversely, the appraiser is not expected to be emotional and argumentative, dominate the meeting or use the meeting as an avenue for settling personal grudges with the appraisee (Monyatsi et al., 2006). The appraisee on the other hand is expected to prepare adequately in advance, accept justifiable criticism, complete his/her part of the paperwork, be open and honest with the appraiser and accept feedback on performance. Similarly, he/she is not expected to be rude, defensive unnecessarily, dishonest or fear to seek any support from the appraiser (Keller-Schneider, 2018).

Performance improvement

During the performance appraisal meeting, an action plan to improve performance needs to be established. When the appraiser realises that one of the agreed upon outcomes was not achieved, deliberate efforts should be taken to find out if it was individually caused by the appraisee or it was the institutions factors such as changes in school priorities (Monyatsi et al., 2006). A performance gap shall only be declared if the non- achievement of the outcome was caused by the appraisee otherwise, it ceases to be a performance gap (Karyeija, 2009). The appraiser should then sit down with the appraisee and agree upon the remedial measures. An initiative geared at improving the performance should be developed immediately and integrated into the action plan.

Basing on the results of the performance meeting, it is prudent upon the supervisor to recommend for rewards, promotion or recognition for such excellent performance which should be in line with the public service rewards and recognition framework, the teacher incentive policy and the guidelines issued by the Ministry of Education and Sports from time to time (Kirunda, 2007). In case the performance was to a large extent not satisfactory, the supervisor may recommend for a disciplinary action against the officer but in accordance with the public service act 2008, public finance management and accountability act, 2015, the public service teachers professional code of conduct, 2012 and the rewards and sanctions framework (Ministry of Education and Sports, 2010).

2.1.2 Performance Management Aspects

The fundamental ideas that enhance performance management in an organisation include the ability of the leader to obtain great people and develop them to what is desired, create a very supportive work environment where employees get opportunity to focus on the rights angles and be free to create their own ways of achieving them (Boxallet al., 2010). Therefore, in order to have an efficient performance management system in an organisation, the following aspects need to be put into consideration.

Fairness and accuracy

In order to have a positive perception change towards performance

management reviews, the employees need to view the process as being fair, balanced and for the greater good of their institution (Nutakor, 2019; Virgana & Kasyadi, 2020). As a leader, there is need to always look at the employees from multiple perspectives that range from individual skills in carrying out tasks, capability and also the job context. This helps in achieving a balanced and accurate opinion about an employee.

Efficiency

Any performance management system that takes ages to be implemented often ends up distracting the people from performing their duties well (Bulawa, 2013). Employees usually feel comfortable when the performance management aspects such as appraisals are periodic and are part and parcel of the institution other than deliberate usage of the tool only when some unfavourable circumstances warrant the tool implemented. These cases are common when the district education office or district inspectorate department urgently press the school heads to submit such details or when some decisions need to be taken with the person in question. Such practices do not only cause fear on the employee but also affects his or her individual output (Vance, 2006).

Guide for promotion purposes

A performance management system of any organisation should be in position to guide the management on the compensation or promotion deserved by an employee basing on the work record (Dasanayaka et al., 2021). It should however, not be the main reason why such tools are implemented in the organisation. In some instances, it is a yard stick to base while reviewing the wages of employees, promotion to leadership roles or recommendation for better opportunities (Maina, 2015). Otherwise, unfair performance management system will always lead to a situation where employees are stagnated at the same level since recruitment and paid the same salary scale despite enormous hard work exhibited.

A basis for coaching skills development

A good performance management system does not focus on the minimal expectations but focuses more on how the employees can reach their maximum

potential. Linking the performance of the employee to the objectives and job expectations often gives them the opportunity to prove themselves (Mensah et al., 2016). Through such engagements with employees, the performance reviews should be in position to coach individuals on the specific skills found wanting. It is also an opportunity by the employer or supervisor to give honest and constructive feedback, clarifying some of the expected outcomes and designing an action plan to that effect.

Communication

An organisation needs to have a culture of open communication between the employers or supervisors and the employees or supervisees (Schiller & Cui, 2010). This provides an atmosphere for mutual discussion of the set goals, the coaching mechanism, the available learning opportunities, among others. Through such interactions, the employer should be able to encourage the employee to move a step further whenever goals or target outcomes have been realised. Also, potentials of the individual are identified and appreciate resources can be offered to enable them grow.

2.2 Staff Maintenance Practices

Employee maintenance refers to the leader's perception of the extent to which employees require tangible and/or less tangible resources in order to satisfactorily contribute to organisational employee maintenance (Beheshtifar & Safarian, 2013). The tangible resources in this case refer to formal rewards, office space, access to ICT facilities and other privileges such as flexible work schedule (Arviv Elyashiv & Navon, 2021). The less tangible resources include things such as demonstration of respect in form of praise, mentoring in form of career support, managing employee derailment in form of repairing damage caused by employee misbehaviour and other activities that require investment of time by the leader.

The resources that employees need to function effectively differ from person to person and over time. At the entry phase of employment relationships, some employees are more prepared and/or motivated than are others. Therefore, the approach used by the employer in maintenance of staff depends on the context, circumstances and resource envelope allocated to staff development.

2.2.1 Employee maximisation

In rapidly growing organisations, maximising employee's abilities or potentials should be one of the most priorities by the human resource management team in an organisation (Baartvedt, 2013). They should be in position to realise that having workers who are disgruntled and idle is to the bare minimum dead weight to the institution (Narayan, 1999). In an educational institution, every teacher hired by the government or the school itself should be considered as an investment to the school and being able to push your teachers to the maximum potential increases the school efficiency and brings out desired positive results. It is therefore prudent about the employer to ensure that the right people are employed, supervised and coached to achieve maximum results. As a result, positive learning outcomes shall be achieved by the learners.

2.2.2 Resource utilisation

This is a key performance indicator in an institution or organisation that measures performance and effort over a certain period of an allocated time (Parnell & Carraher, 2001). Resource utilisation arises from the allocation of resource personnel in an organisation to perform various roles by selecting the suitable persons to perform specific duties. The leader in the organisation can then strategically measure how effective a resource is in the assigned task such that his/her effective utilisation makes the organisation successful (Sonmez Cakir & Adiguzel, 2020).

In an educational institution, the leaders need to understand the impact of human resources in enriching the education system (Kapur, 2019). Hence, its necessary to manage the utilisation of the human resource in a school in such a way that individuals work continuously towards up-grading of their skills and abilities. This can through delegation of duties, encouraging team work, allocation and re-allocation of duties from time to time, etc

2.2.3 Employee recognition

This is the act of acknowledging the employees in an organisation for their contributions towards achieving of results or success over an assigned task (Amoatema & Kyeremeh, 2016). In order to retain and motivate your workers in an institution, there is need for a vibrant recognition culture to be put in

place.

Every human resource likes to be appreciated, recognised and priced for their efforts since such sincere acts boost employee morale and instils a sense of belonging at work (Benito & Scott-Milligan, 2018). When a person achieves a goal, they feel excited and satisfied. Sometimes, it is about people going above and beyond the expected. In a school setting, teachers sometimes come to school quite early and leave late beyond the mandated working hours of the job.

2.2.4 Timely feedback

Effective and timely feedback is a critical component of a successful performance management program of any institution and it is more paramount while setting the performance goals. Feedback given to employees in regards to the extent to which the expected goals have been realised tends to improve on their performance and commitment to achieve more (Islami et al., 2018).

For feedback to be meaningful, it is paramount for the supervisor to be specific on the extent to which the employee needs to improve or to which he/she has exceedingly achieved the expected goals since it more (Azman et al., 2014). In a school setting, feedback on the supervisee can arise from the performance appraisal meetings, the lesson observation or on any other assigned task by the leader.

2.2.5 Capacity building

This is the improvement in an individual or organisation's facility to produce, perform or deploy (Behlol et al., 2017). It can also be defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organisations and communities need to survive, adapt and thrive in a fast-changing world (Roumell et al., 2020). This can be done through engaging teachers in more professional development courses that enlighten and make them perform their duties in a better way so that the aim and objectives of the assigned tasks are achieved. In Uganda, the Ministry of Education engages teachers in professional development workshops in form of seminars, trainings organised by the district leadership in collaboration with the inspectorate department of the districts. However, sometimes few persons are called for the training and sometimes the training does not take place within the context of the school. This is disadvantageous sometimes because the challenges teachers face need to be handled in a contextualised means in order to realise maximum results.

2.3 Performance Rewards

In every organisation, keeping the employees engaged and motivated is very important in order to maintain organisation's success. Such benefits are usually on top of the salary that they receive and may include things such as solid benefits package or supportive working environment. Positive performance bonuses and employee recognition programs in an organisation should include both the financial and non-financial rewards since both can be used to highlight innovation and positive behaviour.

2.3.1 Financial rewards

Concerns about poor student performance have led to schools to shift from the traditional modes of compensating teachers verbally to giving financial incentives. Such incentives for teachers can be effective if well designed and equally detrimental when poorly designed since they achieve little yields. The designers of the reward system should avoid setting threshold-based incentives such as meeting a target or doing better than other teachers but instead encourage systems based on incremental improvement in learners performance (Imberman, 2015).

2.3.2 Non-financial rewards

Non-financial rewards often increase the level of motivation of the employees intrinsically and yet most of the organisations today prioritise the use of extrinsic methods such as giving money which for some reasons does not drive towards better performance by the employee (Buwembo et al., 2019). Public and private organisations need employees to be motivated so that they can become effective, efficient and available. However, non-financial rewards ensure that the employee is not necessary motivated with cash transactions but availability and accessibility of resources that enhance his/her life style at work such as decent accommodation, transport facilities, food baskets. This motivates the employee to be available and does the work effectively.

2.4 Teacher Professional Development (TPD)

2.4.1 Standardized TPD

This is more of a centralised approach to professional development which involves conducting workshops, trainings and in most cases, the cascade model of scaled delivery is used (Leu, 2004). They rely on training-based approaches where by presenters share skills and knowledge with a large group of teachers using various means such as face-to-face, broadcast or even online means (Sawadthaisong, 2021). The training-based model focuses on exploration of the idea while demonstrating and modelling the idea. This approach to professional development is beneficial because it exposes teachers to new ideas, new way of doing things and interacting with other knowledge experts. Trainings that fall short of this kind of support rarely result into effective changes in teaching and learning.

However, standardised professional development sometimes has limitations that include among others: it excludes site-based issues, it does not address long term issues since it is once in a while, it doesn't support follow up and evaluating such an approach is difficult (Malik & Nasim, 2015).

2.4.2 Site-based TPD or School based

This teacher professional development takes place at communal centres such as at school, resource centres or teacher training colleges (Galanouli, 2010). The teachers have the opportunity to work with their own internal facilitators who

engage them in more gradual learning processes, mastery of better pedagogical approaches, content and technology skills. It is usually targeting specific context-based problems that individual teachers encounter while teaching or as they implement the new learnt techniques (Ngwenya, 2020). In Uganda, site-based instruction is commonly used by the inspectors of schools and CCTs who are mandated to help teachers within schools. This approach to professional development is useful because it brings people together to address local issues and needs of the professional community over a given period of time. It also encourages individual teacher initiative and development of collaborative approach to solving problems. It largely creates a community of practice and cultivates TPD expertise in schools.

The disadvantage is that it is time intensive and difficult to provide expertise to low resource areas such as hard to reach areas or those impacted by conflicts.

2.4.3 Self-directed TPD

In this approach to TPD, teachers develop their own professional development goals and initiate activities that will help them achieve those goals (Porter & Freeman, 2020). Such self-directed TPD may involve watching recorded lessons, reading materials on education, journal making, taking online courses, bench marking or even observing lessons taught by a colleague.

Teachers today participate in informal self-directed TPD through seeking advice from an experienced colleague, searching for notes, schemes and lesson plans from the internet.

Self-directed TPD places much responsibility on the teacher and requires less from the school. In most cases, school leaders expect teachers to develop expertise in certain areas without much guidance or provision of resources (Mukeredzi, 2016). The disadvantage with the resources that are self-directed like notes or schemes is that it may be challenging to make use of those resources. It is however, a good approach to be used by teachers who are motivated and have already developed teaching skills and subject mastery. The major challenge with this kind of TPD is that only highly motivated and autonomous teachers can adopt comfortably and since the teacher works alone, the attrition rate may be higher.

CHAPTER THREE:

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that guided the researcher to conduct the study. It includes the research design, study population, sample size, sampling techniques, research methods, research instruments, data collection procedure, data processing and analysis, quality control methods that is validity and reliability, ethical considerations and limitations to the study.

3.1 Research Design

This study used a case study design to understand how human resource management practices contribute to teacher commitment in Abim district. The case study approach was used because it involved the researcher exploring and understanding what individuals or groups attributed to teacher commitment or motivation (Creswell, 2018). The approach helped to obtain thick and reliable data that described the participants feelings, opinions and experiences (Rahman, 2016, p.104) obtained from a natural setting of the participants which was then analysed inductively to generate themes.

Quantitative method was used for collecting data. According to Creswell (2014) and Yin (2014), Case study is an approach in any inquiry where investigation into a phenomena is carried out in depth, and within its real world context, collecting detailed information while using various methods. Furthermore Chilisa & Preece (2005) consider case study as a detailed analysis of a single phenomenon with the aim of making a universal description of that particular occurrence. This study used Abim district as a case because it is a hard-to-reach district with very poor accommodation for teachers and poor classroom structures (Auditor General Report, 2014). The selection of some primary schools as case studies in Abim provided a general understanding of how human resource management practices contribute to teacher motivation in Abim district, Karamoja region.

3.2 Study Area

This study was conducted in Karamoja Sub-Region in North-Eastern Uganda. This area was chosen because the sub region still has primary education challenges

with 88% of the population that cannot read and write despite the existence of governments universal primary and secondary education and district education management team.

It has total population of about 1.2 million people and largely comprised of agro-pastoral herders. The region consists of nine districts namely Moroto, Kotido, Nakapiripirit, Napak, Kaabong, Abim, Amudat, Nabilatuk and Karenga districts. It is composed of the Tepeth, Labwor, Dodoth, Napore, Teuso and Pokot ethnic groups. This study was conducted in Abim district out of the nine districts making up Karamoja Sub-Region. This district was purposely selected to provide a representative data for the Entire Sub- Region.

A possible explanation to that state of affairs is that the poor economic situation in Karamoja affects teachers and schools in the same way such that teachers have insufficient housing, they move long distances, poor infrastructure and lack means of transport amidst the insecurity (McCormac & Benjamin, 2008).

3.3 Study Population

Abim District has a population of about 108,000 people (Uganda Bureau of Statistics, 2017). This study focused on the headteachers and teachers in both government aided and private primary schools as well as District Education Officer, Centre Coordinating Tutors (CCTs) and District Inspector of Schools (DISs) who help in the management of human resource in Abim District

Sample unit	Population	Sample size	Sampling Technique
DEO	1	1	Purposive
CCTs	3	3	purposive
DISs	4	4	Purposive
HTRS	6	3	Simple random
TRS	48	42	Simple random
	62	53	

3.4 Sample Size

The study intended to use non-probability sampling methods in selection of research respondents since it involved collecting qualitative data. According to Kothari & Garg (2014), non-probability sampling does not provide members of the population known chances of being selected for study. Furthermore, McMillan (2014) argues that the population sampled should be able to offer important views and perspectives related to the subject under research.

The researcher intended to select three (3) centre coordinating centres in Abim District. Five (5) government aided primary schools and one (1) private school were randomly chosen from each centre. Out of these sampled schools, seven (07) teachers from each school were also randomly chosen to participate in the study, three (3) headteacher from three schools, 1 DEO, 3 CCTs and 4 DISs were sampled since they are persons with adequate information about the performance management practices that are geared towards teacher motivation in Abim District, Karamoja Sub-Region.

3.5 Sampling Techniques

The study used both probability and non-probability sampling techniques to select research participants. Probability sampling is when every member of the study population has a known chance of being included in the sample while non-probability sampling is based on the judgment of the researcher (Alvi, 2016). Proportionate sampling was used to select the number of schools out of the 8 that are found in Abim District, Karamoja Sub-Region. Purposive also known as judgmental sampling refers to a type of non-probability sampling in which the units to be observed or involved in the study are selected on the basis of the researcher's judgment about which ones would be the most useful or representative or have features of interest (Barbie 2007, p. 184, Haruna, 2010). This judgmental sampling is in some way -representativell of the population of interest without sampling at random. -The idea behind qualitative research is to purposefully select participants or sites that best help the researcher understand the research questionll (Creswell, 2014, p.239). For this particular study, those considered most useful to understand the performance management practices in Abim district were selected. Hence, in this study, the researcher purposively selected the District Education Officials, headteachers

and Centre Coordinating Tutors (CCTs) because each one of these categories have direct responsibilities in ensuring that better performance management practices are provided to the primary school teachers in Abim district.

The schools were randomly chosen since they were representative enough for all the primary schools in the district. Probability sample consisted of the headteachers, teachers

3.6 Data Collection Methods

Data collection is the process of gathering and measuring information on targeted variables in an established systematic approach which enables one to answer relevant questions (Lescrol, et al; 2014). The study intended to use questionnaires semi-structured interviews mostly to collect data from the various respondents and participants. Interview method was used for collecting data because it helps the researcher to obtain facts and an understanding of opinions, attitude, behaviours and the various experiences of the respondents (Rowley, 2012). Semi-structured interviews were conducted with District Inspectors of Schools, District Education Officer, Head teachers and Centre Coordinating Tutors. Questionnaires were also given to the teachers before. This was to ensure that their personal opinions about teacher commitment was captured to help the researcher understand in detail their universal commitment/motivation practices received from the district.

3.7 Research Instruments

Research instruments are tools used to collect data from the respondents. The tools for collecting qualitative data were interview guide and a self-administered questionnaire. A questionnaire was used to collect quantitative data from the teachers.

3.7.1 Questionnaires

The questionnaire was used to measure demographic characteristics of respondents, the performance management practices and teacher commitment. These items were rated on a 5-point Likert-type scale. Teachers were given the document to fill or tick

3.7.2 Interview Guide

The researcher used an interview guide targeting key informants such as the District Education Officials, the CCTs and the Headteachers since they have

detailed information about the performance management practices in the district and how they are implemented. This was employed to get opinions from the targeted population which generalizations were applicable to the entire district.

3.8 Data Collection Procedures

The researcher acquired an introductory letter from the Uganda Christian University; Mbale University College addressed to Abim District authorities seeking permission to conduct research in the area. The researcher then presented her credentials to the authorities explaining the purpose of the study.

3.9 Data Quality Control

3.9.1 Validity

Validity refers to whether the instruments measure what they are supposed to measure in line with the purpose of the study (Md Ghazali, 2016). To ensure validity of the instruments for this study, item interpretation and consistency was analysed. With regard to face validity, complicated terminology was rearticulated from the instruments based on the advice of the expert validators. Some of the words and phrases that were used by the researcher were rephrased by the validators. Further, ambiguities, misunderstanding and inadequacies were eliminated from the items (Amin, 2005). Questions that were found vague were eliminated or rephrased. Validity of the Instruments, according to Mugenda and Mugenda (1999), is the accuracy and meaningfulness of inference, which were based on the researcher's results. Validity is the degree to which results obtained in the analysis of the data, actually represent the *phenomenon* under study. Piloting of 26 the instruments helped to improve face validity while content validity was improved through expert judgment. Therefore, the researcher sought the assistance of experts to improve on content validity.

3.9.2 Reliability of the Instruments

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials. In this study, the researcher adopted the internal consistency technique by including several survey items dealing with a similar aspect but stated differently. After a pilot study the instrument was subjected to a

reliability test using SPSS version 26 and the Cronbach's alpha $\alpha = .814$ was obtained as showed in the Table below

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.800	34

3.10 Data analysis and presentation

Quantitative data analysis was done by use of SPSS (Mugenda and Mugenda 2003, p.203) that enabled meaningful description of scores or measurement of distributions, for presentation in a form that determined their relationships. This was the most relevant method because it gave more statistically accurate and exhaustive results.

Analysis of qualitative data began as soon as data collection started. Data from interviews, documents analysis were transcribed and then coded so that general descriptive statements were obtained and analysed thematically. The coding process was guided by the techniques of Strauss & Corbin (1998) whereby open, axial and selective coding was done. Descriptive statements obtained helped to provide answers to the research questions. Information obtained from document analysis was used to back up the qualitative data from interviews.

3.11 Ethical considerations

The researcher sought permission to conduct the study from Uganda Christian University Research Ethical Committee (REC). The researcher as well sought permission from the respondents and gave them reasons why she was conducting the research. In this case respondents had the right to or not to participate in the research. Respondents were informed that their honest opinions were welcome and confidentially maintained where they would not be quoted without their permission. They were also informed that they were free to withdraw their participation at any time when they felt not comfortable. This would help to create confidence between the respondents and the researcher who would try as much as possible, to use friendly language. Lastly, the researcher sought consent by informing respondents about the purpose of the study.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents data collected from the field, analysis, presentation and interpretation of the findings of the study. The purpose of this study was to assess the effect of human resource management practices on the commitment of teachers to work in Abim district, a hard-to-reach area of Karamoja Sub-Region, Uganda.

Data was collected through close ended questionnaire. The data collected sought to answer the following research questions:

- i. What performance management practices are directed towards improving onteacher commitment to work in the primary schools in Abim District in KaramojaSub-Region?
- ii. How do staff maintenance practices affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?
- iii. How do performance rewards affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?
- iv. How does teacher professional development affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?

4.1 Demographic Characteristics

The demographic characteristics (sex, marital status, and education level) presented in this section are for teachers due to the arrangement that they, among other categories, were given questionnaires to fill out, while others were investigated using an interview, which does not normally require details of social demographic characteristics. These were presented and analyzed to depict the structure of the study population from which the findings were obtained. Furthermore, it was another method of increasing the

reliability of the results, especially since the results were not biased on age, gender, marital status, or educational level. Findings are presented in table

4.1.1 Gender of respondents

Table 4.1.1 Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	32	60.4	60.4	60.4
female	21	39.6	39.6	100.0
Total	53	100.0	100.0	

According to Table 4.1.1 above, there were 32 male respondents representing 60.4% and 21 female respondents representing 39.6% of the sample that participated in the study. Although the females were slightly less than their male counterparts, there is sufficient evidence that both gender participated in the study.

4.1.2 Age of respondents

Respondents were asked to indicate their ages and the results presented in the Table below;

Table 4.1.2 Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
19-28years	6	11.3	11.3	11.3
29-38years	18	34.0	34.0	45.3
39-48years	16	30.2	30.2	75.5
49-59years	13	24.5	24.5	100.0
Total	53	100.0	100.0	

From Table 4.1.2 above, 6(11.3 %) were aged between 19 and 28 years, 18(34.0%) were

aged between 29 and 38 years, 16(30.2%) were aged between 39 and 48 years and 13(24.5%) were aged between 49 and 59 years. This shows that the study involved various age groups to get views that were valid and reliable to the study objectives.

4.1.3 Religion of Respondents.

The study sought to find out the religions of the respondents and the results are presented in Table 4.1.3 below;

Table 4.1.3 Religion of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Catholic	30	56.6	56.6	56.6
Protestant	12	22.6	22.6	79.2
Muslim	4	7.5	7.5	86.8
Pentecostal	7	13.2	13.2	100.0
Total	53	100.0	100.0	

From Table 4.1.3 above, 30(56.6%) were Catholics, 12(22.6%) were Protestants, 4(7.5%) were Muslims and 7(13.2%) were Pentecostal by religion. This shows that the study involved a cross-section of religions and their views could represent the various religious concerns although the Catholics had a bigger share in the study.

4.1.4 Professional grade of Teachers Table

4.1.4. Professional grade of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	licensed teacher	6	11.3	11.3	11.3
	Grade III teacher	28	52.8	52.8	64.2
	Grade V teacher	16	30.2	30.2	94.3
	Degree holder	3	5.7	5.7	100.0
	Total	53	100.0	100.0	

From the Table above, 6 teachers were licensed teachers, which makes 11.3% of the total sample of respondents, 28 teachers were Grade III teachers, making a percentage of 52.8%, 16 teachers were Grade V teachers making a percentage of 30.2% and 3 teachers were Degree holders making 5.7%. This means that the research employed various levels of teachers in the research process.

4.1.5 Length in the teaching service

Table 4.1.5. Length in the teaching service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	five years	13	24.5	24.5	24.5
	6-10years	12	22.6	22.6	47.2
	11-20years	11	20.8	20.8	67.9
	more than 20years	17	32.1	32.1	100.0
	Total	53	100.0	100.0	

From the table above, 13 teachers had served for five years, making 24.5% of the sample, 12 teachers had served between six and ten years making 22.6%,

11 teachers had served between eleven and twenty years making 20.8% and 17 teachers had served for more than 20 years, making 32.1%.

4.1.6 Marital status

Marital status of employees is a very important variable in research because it is likely to inform the research about the level of responsibility one could have. This study sought to find out the marital status of respondents and the results are presented in the Table below.

Table 4.1.6 Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	6	11.3	11.3	11.3
	Married	43	81.1	81.1	92.5
	Widowed	1	1.9	1.9	94.3
	Divorced	3	5.7	5.7	100.0
	Total	53	100.0	100.0	

According to Table 4.1 above, 6(11.3%) of the respondents were single, 43(81.1%) were married, 1(1.9%) was widowed and 3(5.7%) was divorced. This means that the majority of the respondents were likely to be responsible people whose responses the study could back its finding although the other respondents' responses were respected.

4.2 Findings on how teacher professional development affects teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.

The fundamental ideas that enhance performance management in an organisation include the ability of the leader to obtain great people and develop them to what is desired, create a very supportive work environment where employees get opportunity to focus on the right angles and be free to create their own ways of achieving them (Boxall et al., 2010) This study sought to find out respondents' views on performance management in their schools and their responses are provided in Table 4.2.1 below;

Table 4.2.1. PERFORMANCE

Sn	Item	SA	A	UD	DA	SD	mean	SD
1	The implementation of the performance agreements made by the supervisor and supervisee in this school is well monitored	15(28.3%)	34(64.2%)	3(5.7%)	0(0%)	1(1.9%)	4.169	.699
2	The school administration always holds a review performance meeting in this school	18(34.0%)	33(62.3%)	1(1.9%)	0(0%)	1(1.9%)	4.264	.683
3	Weekly reports regarding to teacher's lesson attendance are always done	13(24.5%)	37(69.8%)	3(5.7%)	0(0%)	0(0%)	4.188	.520
4	The head teacher together with teachers performance targets	20(37.7%)	28(52.8%)	3(5.7%)	2(3.8%)	0(0%)	4.245	.731
5	Im satisfied with the performance appraisal system in this school	12(22.6%)	35(66.0%)	2(3.8%)	2(3.8%)	2(3.8%)	4.000	.877
6	The performance management aspects such as appraisals here are periodic and part and parcel of the school	14(26.4%)	34(64.2%)	0(0%)	5(9.4%)	0(0%)	4.075	.805
7	Performance reviews in place provide room for coaching individuals on the specific skills found wanting	13(24.5%)	33(62.3%)	5(9.4%)	0(0%)	2(3.8%)	4.037	.831
8	Teachers in this school are satisfied with the working space within the classroom and office which motivates commitment	6(11.3%)	20(37.7%)	11(20.8%)	15(28.3%)	1(1.9%)	3.283	1.062

9	Im satisfied with the flexible work schedule in this school	11(20.8%)	29(54.7%)	7(13.2%)	4(7.5%)	2(3.8%)	3.811	.981
10	Maximising employee's abilities or potentials is one of the most priorities in this school	7(13.2%)	30(56.6%)	10(18.9%)	6(11.3%)	0(0%)	3.717	.840
11	There is effective utilization of resources in this school	16(30.2%)	28(52.8%)	4(7.5%)	4(7.5%)	1(1.9%)	4.0189	.930
12	Every teacher is recognised in this school thus teachers' commitment	13(24.5%)	33(62.3%)	4(7.5%)	1(1.9%)	2(3.8%)	4.019	.865
	Overall average \bar{X} σ^2						3.985	

2.50-3.49

Neutral

Moderately effective

3.50- 4.49

Agreed

Effective

4.50-5.00

Strongly Agreed

Very effective

From the above table, respondents were given the item: *The implementation of the performance agreements made by the supervisor and supervisee in this school is* Legend

well	Mean Range	Response Mode	Interpretation
	1.00-1.49	Strongly disagreed	Ineffective
	1.50-2.49	Disagreed	Least effective

monitored 15(28.3%) Strongly agreed 34(64.2%) agreed with the statement 3(5.7%) were undecided, 0(0%) disagreed 1(1.9%) Strongly disagreed with the statement with a mean of \bar{X} = 4.169 and SD= .699. This means that 49(92.5%) agreed with the statement and 3(5.7%) were undecided while 1(1.9%) disagreed. This means from the legend that the implementation of performance agreements made by supervisor and supervisee in their schools is effectively monitored.

Also, respondents were posed with the item: *The school administration always*

holds a review performance meeting in this school 18(34.0%) Strongly agreed 33(62.3%) agreed with the statement 1(1.9%) were undecided, 0(0%) disagreed with the statement and 1(1.9%) Stronglydis agreed with the statement with a mean of \bar{X} = 4.264 and SD=.683. This also means that 51(96.3%) agreed with the statement and 1(1.9%) was un decided and 1(1.9%) disagreed. However, from the legend provided above, it shows that the school administration effectively holds a review of performance meetings in their schools.

In addition, respondents were given the item: *Weekly reports regarding to teacher's lesson attendance are always done* 13(24.5%) Strongly agreed 37(69.8%) agreed with the statement 3(5.7%) were undecided, 0(0%) disagreed with the statement and 0(0%) Strongly disagreed with the statement with a mean of \bar{X} = 4.188 and SD=.520. From this statement, it shows that 50(95.3%) agreed with the statement that weekly reports regarding to teachers 'lesson attendance are always done and while 3(5.7%) were undecided and yet none disagreed with the statement. This means that weekly reports were effective done as per the legend provided above.

Furthermore, respondents were posed with the item: *The head teacher together with teachers set performance targets* 20(37.7%) Strongly agreed 28(52.8%) agreed with the statement 3(5.7%) were undecided, 2(3.8%) disagreed with the statement and 0(0%)Strongly disagreed with the statement with a mean of \bar{X} = 4.245 and SD=.731. From this data, it shows that 48(90.5%) of the respondents agreed with the statement that the head teachers together with teachers set performance targets and 3(5.7%) were not sure while 2(3.8%) disagreed. Therefore, from the legend above, it shows that the head teachers and teachers in these schools effectively set performance targets.

Also, respondents were given the item: *Im satisfied with the performance*

appraisal system in this school 12(22.6%) Strongly agreed 35(66.0%) agreed with the statement 2(3.8%) were undecided, 2(3.8%) disagreed with the statement and 2(3.8%) Strongly disagreed with the statement with a mean of \bar{X} = 4.000 and SD= .877. From the data provided, it means that 47(88.6%) of the respondents agreed with the statement and 2(3.8%) were not sure while 4(7.6%) disagreed. But from the legend provided, it shows that teachers in those schools are effectively satisfied with the performance appraisal systems in their schools. Additionally, respondents were posed with the item: *The performance management aspects such as appraisals here are periodic and part and parcel of the school* 14(26.4%) Strongly agreed 34(64.2%) agreed with the statement 0(0%) were undecided, 5(9.4%) disagreed with the statement and 0(0%) Strongly disagreed with the statement with a mean of \bar{X} = 4.075 and SD= .805. This effectively shows that 48(90.6%) of the respondents agreed with the statement and 5(9.4%) disagreed that performance management aspects such as appraisals were periodic and part and parcel of their schools. This also shows that performance appraisal aspects were effectively part and parcel of their schools systems.

Furthermore, respondents were given the item: *Performance reviews in place provide room for coaching individuals on the specific skills found wanting* 13(24.5%) Strongly agreed 33(62.3%) agreed with the statement 5(9.4%) were undecided, 0(0%) disagreed with the statement and 2(3.8%) Strongly disagreed with the statement with a mean of \bar{X} = 4.037 and SD= .831. This data shows that 46(86.8%) agreed while 5(9.4%) were not sure and 2(3.8%) disagreed. But from the legend provided above, it shows that performance reviews in place provide room for coaching individuals on specific skills found wanting and this could be a basis for professional

development.

Also, respondents were posed with the item: *Teachers in this school are satisfied with the working space within the classroom and office which motivates commitment* 6(11.3%) Strongly agreed 20(37.7%) agreed with the statement 11(20.8%) were undecided, 15(28.3%) disagreed with the statement and 1(1.9%) Strongly disagreed with the statement with a mean of $\bar{X}=3.283$ and $SD=1.062$. According to the data provided, it shows that 26(49.0%) agreed with the statement and 11(20.8%) were not sure whereas 16(30.2%) disagreed. However, from the legend above, it shows that teachers were moderately satisfied with the working space in their classrooms.

In addition, respondents were given the item; *Im satisfied with the flexible work schedule in this school* 11(20.8%) Strongly agreed 29(54.7%) agreed with the statement 7(13.2%) were undecided, 4(7.5%) disagreed with the statement and 2(3.8%) Strongly disagreed with the statement with a mean of $\bar{X}= 3.811$ and $SD=.981$. This data shows that 40(75.5%) of the respondents agreed while 7(13.2%) were not sure and 6(11.3%) disagreed with the statement. But from the legend, it shows that the flexible workschedules in their schools were effective.

Also, respondents were posed with the item: *Maximising employee's abilities or potentials is one of the most priorities in this school* 7(13.2%) Strongly agreed 30(56.6%) agreed with the statement 10(18.9%) were undecided, 6(11.3%) disagreed with the statement and 0(0%) Strongly dis agreed with the statement with a mean of $\bar{X}= 3.717$ and $SD=.840$. This means that 37(79.8%) agreed while 6(11.3%) disagreed and 10(18.9% were not sure that maximising employees' abilities or potentials was one of the most priorities in their schools. However, from the legend provided, it shows that this was effective in most schools.

Furthermore, respondents were posed with the item: *There is effective*

utilization of resources in this school 16(30.2%) Strongly agreed 28(52.8%) agreed with the statement 4(7.5%) were undecided, 4(7.5%) disagreed with the statement and 1(1.9%) Strongly dis agreed with the statement with a mean of \bar{X} = 4.0189 and SD =.930. From the data provided above, it clear that 44(81.0%) agreed that there was effective utilization of resources in their schools and 4(7.5%) were not sure while 5(9.4%) disagreed with statement. This however, from the legend, shows that there was effective utilization of resources in those schools.

Lastly, respondents were given the item: *Every teacher is recognized in this school thus teachers' commitment* 13(24.5%) Strongly agreed 33(62.3%) agreed with the statement 4(7.5%) were undecided, 1(1.9%) disagreed with the statement and 2(3.8%) Strongly disagreed with the statement with a mean of \bar{X} = 4.019 and SD =.865. From the data above, it shows that 46(86.8%) agreed with the statement, 4(7.5%) were not sure while 3(5.7%) disagreed. And from the legend, it shows that every teacher was effectively recognised in their schools and that is why they were committed. Also, from the overall mean of 3.985 it means that there is effective performance of teachers in their schools.

The researcher went ahead to do a regression analysis to see the correlation between commitment and performance and the results are presented in the model summary below;

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.246 ^a	.061	.042	8.34343

a. Predictors: (Constant), performance

b. Predictors: (Constant), performance

From the model summary above performance as a predictor was found at $R^2 = .061$ meaning that 6.1% of commitment was predicted by performance and 93.9% of commitment is accounted for by other factors. This shows that there was a weak relationship with $R = .246$. This means that is a fit model.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	228.990	1	228.990	3.289	.076 ^b
	Residual	3550.255	51	69.613		
	Total	3779.245	52			

a. Dependent Variable: COMMITMENT

b. Predictors: (Constant), PERFORMANCE

Further still, the researcher did an analysis of variance ANOVA and the results show that $F(1,51) p=.076=3.289$, which means that performance is significant at $p=.076$ which is greater than .005.

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	8.410	11.131		.756	.453
	PERFORMANCE	.693	.382	.246	1.814	.076

Dependent Variable: COMMITMENT

One person said performance management are administered to teachers in Abim district using appraisal system. The head of department usually agree as the appraiser and personnel at the lower level as the appraisee sign performance plan the basis for annual follow-ups.

Another said, the performance management practices that are geared towards improving teachers' performance in the district as mentioned above has levels for rewards and sanctions. Teacher performance improves as they compete for available rewards rather than sanctions.

Another said performance management practices influence their job commitment as confirmation in service and recommendation for available promotion opportunities based on cumulative performance appraisal results or records per individual teacher thus every teacher tries to get very committed in order to earn good appraisal record.

Another said, the primary school teachers are maintained in this district through remuneration of monthly salaries, housing them and providing them with meals at school during school days. Those in rural schools are also paid hard to reach allowance which is 30% of basic salary.

Another said, I think hard to reach allowance, some food allocation, free accommodation on top of the monthly salaries have influenced teachers' commitment in the district.

Another said performance rewards are administered to teachers in this district through; Acting appointments, care taker appointment and promotional appointment.

Another said, teachers hardly receive salaries on time in this hard-to-reach district.

Another said, Verbal positive comments in public, Good recommendations to him/her authorities, picking for workshops.

Another said, This may fairly influence teachers commitment but are very uncommon.

4.3 Findings on how staff maintenance practices affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.

Sn	Item	SA	A	UD	DA	SD	Mean	SD
1	There is an effective and timely performance feedback in this school	16(30.2%)	30(56.6%)	2(3.8%)	4(7.5%)	1(1.9%)	4.056	.907
2	Teachers are engaged in more professional development courses that enlighten and make them perform their duties in a better way	20(37.7%)	26(49.1%)	3(5.7%)	3(5.7%)	1(1.9%)	4.150	.907
3	I receive a good salary and thus am committed to work here	7(13.2%)	16(30.2%)	4(7.5%)	14(26.4%)	12(22.6%)	2.849	1.419
4	I am happy with the salary structure thus committed to work	5(9.4%)	17(32.1%)	6(11.3%)	12(22.6%)	13(24.5%)	2.792	1.377
5	I always receive bonus from the head teacher	7(13.2%)	17(32.1%)	10(18.9%)	10(18.9%)	9(17.0%)	3.415	3.158
6	I am always praised for any good work I do at school	10(18.9%)	33(62.3%)	4(7.5%)	3(5.7%)	3(5.7%)	3.830	.994
7	My school administration recognizes the good work I do	11(20.8%)	30(56.6%)	6(11.3%)	3(5.7%)	3(5.7%)	3.811	1.020
8	My head teacher organizes appropriate gifts for the good work I do	8(15.1%)	24(45.3%)	5(9.4%)	12(22.6%)	4(7.5%)	3.924	4.375
9	My presence is recognized by the head teacher	17(32.1%)	29(54.7%)	3(5.7%)	1(1.9%)	3(5.7%)	4.056	.988

10	Extra responsibilities I hold at school are appreciated	9(17.0%)	33(62.3%)	5(9.4%)	4(7.5%)	2(3.8%)	3.811	.941
	Overall average \bar{X}						3.669	

Legend

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	Least effective
2.50-3.49	Neutral	Moderately effective
3.50- 4.49	Agreed	Effective
4.50-5.00	Strongly Agreed	Very effective

According to the above table, respondents were given the item: *There is an effective and timely performance feedback in this school* 16(30.2%) Strongly agreed 30(56.6%) agreed with the statement 2(3.8%) were undecided, 4(7.5%) disagreed with the statement and 1(1.9%) Strongly disagreed with the statement with a mean of \bar{X} = 4.056 and SD=

.907. This means that 46(86.6%) of the respondents agreed that there was an effective and timely performance feedback in their schools, and 2(3.8%) were not sure whereas 5(9.4%) disagreed. But from the legend provided above, it shows that there were effective and timely feedback mechanisms in those schools.

Also, respondents were posed with the item: *Teachers are engaged in more professional development courses that enlighten and make them perform their duties in a better way* 20(37.7%) Strongly agreed 26(49.1%) agreed with the statement 3(5.7%) were undecided, 3(5.7%) disagreed with the statement and 1(1.9%) Strongly disagreed with the statement with a mean of \bar{X} = 4.150 and SD= .907. From the data provided, it shows that 46(85.8%) of the respondents agreed with 3(5.7%) were undecided while 4(7.6%) disagreed. However, from the legend provided above, it means that teachers effectively engaged in more professional development courses that enlighten and make them perform their

duties in a better way.

In addition, respondents were given the item: *I receive a good salary and thus am committed to work here* 7(13.2%) Strongly agreed 16(30.2%) agreed with the statement 4(7.5%) were undecided, 14(26.4%) disagreed with the statement and 12(22.6%) Strongly disagreed with the statement with a mean of \bar{X} = 2.849 and SD= 1.419. From this data, 23(43.4%) agreed with the statement and 4(7.5%) were not sure and yet 26(50.0%) disagreed. Also, from the legend provided, it shows that there was moderate pay that is why some teachers were committed to work in their schools.

Furthermore, respondents were given the item: *I am happy with the salary structure thus committed to work* 5(9.4%) Strongly agreed 17(32.1%) agreed with the statement 6(11.3%) were undecided, 12(22.6%) disagreed with the statement and 13(24.5%) Strongly disagreed with the statement with a mean of \bar{X} = 2.792 and SD= 1.377. From the data given on this item, 22(41.5%) agreed, 6(11.3%) were undecided and 25(47.1%) disagreed. However, from the legend above, it shows that the salary structure was moderately effective in making teachers committed to work.

Additionally, respondents were posed with the item: *I always receive bonus from the head teacher* 7(13.2%) Strongly agreed 17(32.1%) agreed with the statement 10(18.9%) were undecided, 10(18.9%) disagreed with the statement and 9(17.0%) Strongly disagreed with the statement with a mean of \bar{X} = 3.415 and SD=.158. This shows that 24(45.3%) agreed with the statement, while 10(18.9%) were not sure and 19(27.9%) disagreed. This means, from the legend provided above that

some teachers somehow received bonuses from their head teachers.

Also, respondents were given the item: *I am always praised for any good work I do at school* 10(18.9%) Strongly agreed 33(62.3%) agreed with the statement 4(7.5%) were undecided, 3(5.7%) disagreed with the statement and 3(5.7%) Strongly dis agreed with the statement with a mean of \bar{X} = 3.830 and SD =.994. This means that 43(81.2%) of the respondent agreed with the statement, 4(7.5%) were undecided and 6(11.4%) disagreed.

From the legend provided above, it means that the head teachers effectively praise their teachers for any good work they do in their schools.

In addition, respondents were posed with the item; *My school administration recognizes the good work I do* 11(20.8%) Strongly agreed 30(56.6%) agreed with the statement 6(11.3%) were undecided, 3(5.7%) disagreed with the statement and 3(5.7%) Strongly disagreed with the statement with a mean of \bar{X} = 3.811 and SD =1.020. This means that 41(77.4%) of the respondents agreed with the statement, while 6(11.3%) were undecided and 6(11.4%) disagreed. From the legend provided above, it shows that effectively recognized the good work of their teachers.

Furthermore, respondents were given the item: *My head teacher organizes appropriate gifts for the good work I do* 8(15.1%) Strongly agreed 24(45.3%) agreed with the statement 5(9.4%) were undecided, 12(22.6%) disagreed with the statement and 4(7.5%) Strongly dis agreed with the statement with a mean of \bar{X} = 3.924 and SD =.375. this data shows that 32(60.4%) agreed with the statement while 5(9.4%) were not sure and 16(30.1%) disagreed. Following the legend above, it shows that the head teachers effectively organize appropriate gifts for

the good work the teachers do in their schools.

Additionally, respondents were given the item: *My presence is recognized by the head teacher* 17(32.1%) Strongly agreed 29(54.7%) agreed with the statement 3(5.7%) were undecided, 1(1.9%) disagreed with the statement and 3(5.7%) Strongly dis agreed with the statement with a mean of \bar{X} = 4.056 and SD= .988. This means that 46(86.8%) agreed with the statement and 3(5.7%) were undecided while 4(7.6%) disagree. From the legend above, it shows that the presence of teachers in their schools were effectively recognized by their head teachers.

Finally, respondents were given the item: *Extra responsibilities I hold at school are appreciated* 9(17.0%) Strongly agreed 33(62.3%) agreed with the statement 5(9.4%) were undecided, 4(7.5%) disagreed with the statement and 2(3.8%) Strongly dis agreed with the statement with a mean of \bar{X} = 3.811 and SD= .941. This means that 42(79.3%) of the respondents agreed with the statement, while 5(9.4%) were not sure and yet 6(11.3%) disagreed. From the legend above, it shows that the extra responsibilities teachers hold in their schools are effectively appreciated. From the overall mean it shows that \bar{X} =3.669 which means that teachers are effectively maintained in their schools.

The researcher went ahead and did regression to find out the level of prediction that maintenance contributed to teachers 'commitment to their job. From the data in the table below, it shows that R^2 =.224 which shows that 22.4% of teacher's commitment to their job is predicted by maintenance and 77.6% is contributed to by other factors.

Model	R	R Square	Adjusted R Square	Model Summary		Change Statistics			
				Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.474 ^a	.224	.209	7.58189	.224	14.743	1	51	.000

a. Predictors: (Constant), MAINTENANCE

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	847.510	1	847.510	14.743	.000 ^b
	Residual	2931.735	51	57.485		
	Total	3779.245	52			

a. Dependent Variable: COMMITMENT

b. Predictors: (Constant), MAINTENANCE

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.338	7.406		.046	.964
	MAINTENANCE	1.040	.271	.474	3.840	.000

COMMITMENT

$Y = \beta C$

Commitment = 1.040 * .338

From the interviews one respondent said performance rewards influence teachers job commitment because it encourages competition for possible promotional opportunities.

Another said, o yes. Some teachers are verbally appreciated during parents days by their supervisors , but hardly any other form.

4.4 Findings on how teacher professional development affects teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.

Sn	Item	SA	A	UD	DA	SD	mean	SD
1	I am committed to work here because the school provides me with on job training	5(9.4)	6(11.3%)	9(17.0%)	24(45.3%)	9(17.0%)	3.490	1.186
2	I am committed to work here because the school permits me to go for further training	1(1.9%)	6(11.3%)	6(11.3%)	27(50.9%)	13(24.5%)	3.849	.988
3	All teachers at the district level receive short-course trainings that empower them to work affectively	7(13.2%)	2(3.8%)	6(11.3%)	22(41.5%)	16(30.2%)	3.717	1.306
4	Inspectors of schools and CCTs are committed to help teachers within schools with short-trainings in this region	2(3.8%)	1(1.9%)	4(7.5%)	34(64.2%)	12(22.6%)	4.000	.854
5	In this school, teachers develop their own professional development goals and initiate activities that will help them achieve those goals	3(5.7%)	2(3.8%)	6(11.3%)	32(60.4%)	10(18.9%)	3.830	.975
6	In this school, teachers are involved in watching recorded lessons reading materials on education, journals making and taking online courses	6(11.3%)	13(24.5%)	5(9.4%)	14(26.4%)	15(28.3%)	3.358	1.415
	Overall average \bar{X}						3.707	

Legend

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	Least effective
2.50-3.49	Neutral	Moderately effective
3.50- 4.49	Agreed	Effective
4.50-5.00	Strongly Agreed	Very effective

From the table above, respondents were given the item: *I am committed to work here because the school provides me with on job training* 5(9.4) Strongly agreed 6(11.3%) agreed with the statement 9(17.0%) were undecided, 24(45.3%) disagreed with the statement and 9(17.0%) Strongly disagreed with the statement with a mean of \bar{X} =

3.490 and SD= 1.186. From the data on this item, it shows that 11(20.7%) agreed with the statement that they were committed to work in their schools because the schools provided them(teachers) with on job training, 9(17.0%) were not sure while 33(62.3%) disagreed. From the legend, it shows that providing on job training was ineffective in making teachers committed to work in their schools.

Also, respondents were posed with the item: *I am committed to work here because the school permits me to go for further training* 1(1.9%) Strongly agreed 1(1.9%) agreed with the statement 1(1.9%) were undecided, 27(50.9%) disagreed with the statement and 13(24.5%) Strongly disagreed with the statement with a mean of \bar{X} = 3.849 .988. This means that 2(3.8%) of the respondents agreed with the statement while 1(1.9%) was not sure and 40(75.4%) disagreed. And from the legend above, it shows that permitting teachers to go

for further training effectively makes teachers committed to their work in those schools.

Additionally, respondents were given the item: *All teachers at the district level receive short-course trainings that empower them to work affectively* 7(13.2%)

Strongly agreed 2(3.8%) agreed with the statement 6(11.3%) were undecided, 22(41.5%) disagreed and 16(30.2%) Strongly disagreed with the statement with a mean of $\bar{X} = 3.717$ and $SD =$

1.306. This means that 9(17.0%) agreed while 6(11.3%) were not sure and yet 38(71.7%) disagreed with the statement. And from the legend provided above, it shows that some teachers effectively receive short-course training that empowers them to work effectively.

Furthermore, respondents were given the item: *Inspectors of schools and CCTs are committed to help teachers within schools with short- trainings in this region* 2(3.8%) Strongly agreed 1(1.9%) agreed with the statement 4(7.5%) were

undecided, 34(64.2%) disagreed with the statement and 12(22.6%) Strongly disagreed with the statement with a mean of $\bar{X} = 4.000$ and $SD = .854$. This data

shows that 3(5.7%) of the respondents agreed with the statement while 4(7.5%) were not sure and yet 46(86.8%) disagreed with the statement. From the legend provided, it shows that inspectors and CCTs are not effectively committed to help teachers within schools with short-trainings.

In addition, respondents were posed with the item: *In this school, teachers develop their own professional development goals and initiate activities that will help them achieve those goals* 3(5.7%) Strongly agreed 2(3.8%) agreed with

the statement 6(11.3%) were undecided, 32(60.4%) disagreed with the statement and 10(18.8%) Strongly disagreed with the statement with a mean of $\bar{X} = 3.830$

and SD= .975. with this item, 5(9.5%) agreed while 6(11.3%) were not sure and 42(79.2%) disagreed with the statement. From the legend provided, it shows that teachers do not effectively develop their own professional development goals and initiating activities that help them achieve the set goals.

Lastly, respondents were given the item: *In this school, teachers are involved in watching recorded lessons reading materials on education, journals making and taking online courses* 6(11.3%) Strongly agreed 13(24.5%) agreed with the statement 5(9.4%) were undecided, 14(26.4%) disagreed with the statement and 15(28.3%) Strongly disagreed with the statement with a mean of \bar{X} = 3.358 and SD= 1.415. Data from this item shows that 19(35.8%) agreed with the statement while 5(9.4%) were not sure and 29(54.7%) disagreed with the statement. From the legend provided above, it shows that teachers in those schools moderately watched recorded lessons and used other educational materials.

The researcher went ahead and did a regression and the results are shown in the table below;

Model	R	R Square	Adjusted R Square	Model Summary		Change Statistics			
				Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.535 ^a	.286	.272	7.27447	.286	20.417	1	51	.000

a. Predictors: (Constant), DEVELOPMENT

From the table above, it shows that $R^2=.286$ $p<.05$ which means that 28.6% teachers 'commitment to their schools is contributed to by development programmes in those schools and the remaining 71.4% by other factors

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1080.430	1	1080.430	20.417	.000 ^b
	Residual	2698.815	51	52.918		
	Total	3779.245	52			

a. Dependent Variable: COMMITMENT

b. Predictors: (Constant), DEVELOPMENT

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.549	5.175		1.072	.289
	DEVELOPMENT	1.031	.228	.535	4.519	.000

a. Dependent Variable: COMMITMENT

		Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.545 ^a	.297	.269	7.28857	.297	10.571	2	50	.000

a. Predictors: (Constant), PERFORMANCE, DEVELOPMENT

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1123.086	2	561.543	10.571	.000 ^b
	Residual	2656.159	50	53.123		
	Total	3779.245	52			

a. Dependent Variable: COMMITMENT

b. Predictors: (Constant), PERFORMANCE, DEVELOPMENT

Model		Coefficients ^a				
		Unstandardized		Standardized	T	Sig.
		B	Std. Error			
1	(Constant)	-2.177	10.060		-.216	.830
	DEVELOPMENT	.974	.237	.505	4.103	.000
	PERFORMANCE	.310	.346	.110	.896	.375

a. Dependent Variable: COMMITMENT

From the interviews, one respondent said, regular trainings organized by the district as CPDs and those by development partners like VSO, World Vision, SAO through trainings.

Another said, by reminding them on their professionalism, equipping them with new knowledge and skills to improve their performance.

		Correlations		
		Commitment	Development	Performance
Pearson Correlation	Commitment	1.000	.535	.246
	Development	.535	1.000	.269
	Performance	.246	.269	1.000
Sig. (1-tailed)	Commitment	.	.000	.038
	Development	.000	.	.026
	Performance	.038	.026	.
N	Commitment	53	53	53
	Development	53	53	53
	Performance	53	53	53

Model	Model Summary								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F	df1	df2		
1	.545 ^a	.297	.269	7.28857	10.571	2	50		.000

a. Predictors: (Constant), PERFORMANCE, DEVELOPMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1123.086	2	561.543	10.571	.000 ^b
	Residual	2656.159	50	53.123		
	Total	3779.245	52			

a. Dependent Variable: COMMITMENT

b. Predictors: (Constant), PERFORMANCE, DEVELOPMENT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations		
		B	Std. Error				Zero-order	Partial	Part
1	(Constant)	-2.177	10.060		-.216	.830			
	DEVELOPMENT	.974	.237	.505	4.103	.000	.535	.502	.486
	PERFORMANCE	.310	.346	.110	.896	.375	.246	.126	.106

a. Dependent Variable: COMMITMENT

CHAPTER FIVE

SUMMARY AND DISCUSSION OF FINDINGS

5.0. Introduction

The chapter presents the summary and discussion of the study findings concerning guidance services and academic performance. The discussion was presented objective by objective.

5.2. Summary of findings

Objective.1. To examine the performance management practices geared towards improving teacher commitment to work in the primary schools in Abim District in Karamoja Sub-Region.

Research question 1. What performance management practices are directed towards improving on teacher commitment to work in the primary schools in Abim District in Karamoja Sub-Region?

The fundamental ideas that enhance performance management in an organisation include the ability of the leader to obtain great people and develop them to what is desired, create a very supportive work environment where employees get opportunity to focus on the right angles and be free to create their own ways of achieving them (Boxall et al., 2010)

From the findings, it shows that from the overall mean of 3.985 it means that there is effective performance of teachers in their schools. There is evidence from this study that shows that performance agreements made by the supervisor and supervisee in those school is well monitored, school administrations always hold a review performance meeting in those schools, Weekly reports regarding to teacher's lesson attendance are always done, every teacher is recognized in those schools thus teachers' commitment and also Performance reviews in place provide room for coaching individuals on the specific skills found

wanting. These and many others are performance practices in the district.

Objective2. To examine how staff maintenance practices affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.

Research question.2. How do staff maintenance practices affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?

The researcher went ahead and did regression to find out the level of prediction that maintenance contributed to teachers 'commitment to their job. From the data in the table below, it shows that $R^2=.224$ which shows that 22.4% of teacher's commitment to their job is predicted by maintenance and 77.6% is contributed to by other factors. In the studyarea, teachers always receive bonus from the head teacher, they are always praised for any good work they do at school, their presence is recognized by the head teacher, teachers are engaged in more professional development courses that enlighten and make them perform their duties in a better way and above all there is an effective and timely performance feedback in those schools.

Objective. 3. To examine how the performance rewards affect teacher commitment inthe primary schools in Abim District in Karamoja Sub-Region.

Research question. 3. How do performance rewards affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?

It was found out from the study that there was an effective and timely performance feedback in those schools, teachers are engaged in more professional development courses that enlighten and make them perform their duties in a better way, and head teachers organize appropriate gifts for the good work the teachers do.

Objective.4. To establish how teacher professional development affects teacher commitment in the primary schools in Abim District in Karamoja Sub-Region.

Research question.4 How does teacher professional development affect teacher commitment in the primary schools in Abim District in Karamoja Sub-Region?

The researcher did a regression analysis and it shows that $R^2=.286$ $p<.05$ which means that 28.6% teachers 'commitment to their schools is contributed to by development programmes in those schools and the remaining 71.4% by other factors. The professional development aspects in these schools were highlighted as follows; the schools provide teachers with on job training Inspectors of schools and CCTs are committed to help teachers within schools with short- trainings in this region the school permits teachers to go for further training and also because all teachers at the district level received short- course trainings that empower them to work affectively.

5.3. Discussion of the findings.

The professional development of teachers emerged as a crucial component in the educational process, significantly impacting teacher commitment. This study found that professional development contributed 28.6% to teacher commitment, indicating that while it played a vital role, a substantial portion was attributed to other factors. This finding corroborated the results of Adedeji and Olaniyan (2014), who conducted research across Sub-Saharan African countries addressing the conditions of teachers and teaching in rural schools. They highlighted a considerable challenge within the education systems of these nations, revealing that between 30% and 50% of students leaving primary schools struggled with basic literacy and numeracy skills. The authors linked this deficiency to poor-quality teaching, thus demonstrating the difficulties African countries faced in achieving the Education for All (EFA) goals.

Furthermore, the study aligned with findings from Rahmatulla (2016), who

investigated the relationship between learning effectiveness, teacher competence, and performance in Indonesia. Rahmatulla's study concluded that teachers often did not perform optimally due to limitations related to learning effectiveness. Teachers expressed that merely imparting knowledge was insufficient; rather, it required a supportive learning environment and motivational factors to foster commitment and enhance performance. Rahmatulla emphasized that school principals play a crucial role in guiding and supervising teachers, asserting that their leadership was essential for the continuous improvement of teacher performance and the overall educational achievements within schools.

While this study did not delve deeply into the challenges present within these schools, it resonated with the findings of Kalagbor (2016), who analyzed factors influencing students' academic performance in public and private secondary schools in Rivers State, Nigeria. Kalagbor identified multiple factors affecting student performance, including student-teacher relationships, home backgrounds, principal-teacher dynamics, teacher supervision, and infrastructural facilities. These findings underscore the multifaceted nature of educational challenges, suggesting that enhancing teacher commitment is not solely a matter of professional development but requires a comprehensive approach involving various stakeholders and systemic improvements in the educational environment.

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CHAPTER SIX CONCLUSION

AND RECOMMENDATIONS

6.0. Introduction

This chapter presents the conclusion and recommendation on the study topic;

6.1 Conclusion

The study aimed to establish the effects of various human resource management practices on teacher commitment in primary schools within Abim District, Karamoja Sub-Region. The findings aligned with the first objective, which sought to examine performance management practices directed towards improving teacher commitment. It was concluded that there existed a small but positive correlation between teacher commitment and performance management practices. This correlation suggested that while performance management practices had an influence, their effects were not overwhelmingly strong, indicating the need for more effective and tailored strategies to enhance teacher commitment.

In relation to the second objective, which focused on how staff maintenance practices affect teacher commitment, the study concluded that these practices substantially contributed to teacher commitment. This finding highlighted the importance of maintaining a supportive and conducive working environment, which can enhance teachers' dedication to their roles and responsibilities. Thus, staff maintenance practices emerged as a critical factor in fostering a committed teaching workforce, further emphasizing the necessity for schools to prioritize the well-being and support of their teaching staff.

Regarding the third objective, which investigated the impact of performance rewards on teacher commitment, it was concluded that performance rewards contributed moderately to teacher commitment within

the district. This result indicated that while performance rewards were beneficial, their influence was not as pronounced as expected, suggesting that additional motivational strategies might be required to strengthen the commitment levels of teachers further. Finally, the study affirmed that teacher professional development greatly contributed to teacher commitment, aligning with the fourth objective. This finding underscored the essential role that ongoing professional development plays in enhancing teachers' skills and motivation, ultimately fostering a more committed teaching workforce in Abim District. Overall, the conclusions derived from this study underscored the multifaceted nature of teacher commitment and highlighted the need for a comprehensive approach that integrates various human resource management practices to achieve sustained improvements in teacher dedication.

6.2 Recommendations

To improve teacher commitment in primary schools in Abim District, it is essential to establish clear performance goals that align with educational standards and expectations. Setting achievable targets can enhance teachers' motivation and commitment by providing them with a clear understanding of what is required. Additionally, implementing regular feedback mechanisms will facilitate constructive evaluations that not only identify areas for improvement but also recognize teachers' accomplishments. This approach fosters a culture of continuous improvement, which is vital for maintaining high levels of commitment. Furthermore, training programs for school leaders in effective performance management techniques should be prioritized. By equipping school leaders with the necessary skills to support and motivate teachers, the overall commitment of educators in the district can be significantly enhanced.

Improving working conditions for teachers is a crucial recommendation to

enhance their commitment. Schools should focus on providing adequate teaching materials, resources, and facilities to ensure a conducive teaching environment. When teachers feel supported and equipped, their morale and commitment to their work can increase. In addition, addressing the welfare needs of teachers by implementing policies that provide health benefits and housing assistance can foster loyalty and commitment. By prioritizing teachers' well-being, schools can create an environment where educators feel valued and motivated. Moreover, encouraging a healthy work-life balance is essential. Schools should promote flexible work schedules and allow time off to help reduce burnout, ultimately leading to greater commitment among teachers.

Developing a structured reward system that recognizes and rewards teachers for their contributions and achievements is vital for enhancing teacher commitment. This system can include performance-based bonuses, awards, and public recognition of teachers' efforts. Additionally, implementing peer recognition programs, where teachers acknowledge and celebrate each other's successes, can cultivate a supportive community within the school. This sense of camaraderie not only boosts individual morale but also enhances overall commitment among staff. Schools should also ensure that the rewards offered align with the intrinsic and extrinsic motivations of teachers. Conducting surveys to understand what teachers value most can help tailor reward systems effectively, making them more impactful and encouraging a committed workforce.

To establish a strong commitment among teachers, schools should provide continuous professional development opportunities that address both pedagogical skills and subject knowledge. Investing in teachers' growth through ongoing training can lead to increased effectiveness and a stronger commitment

to their roles. Additionally, promoting collaborative professional learning communities will allow teachers to share experiences, best practices, and resources. Such collaboration fosters a sense of belonging, enhancing teachers' commitment to their work and each other. Lastly, implementing mentorship programs that pair experienced teachers with newer educators can provide essential support and guidance. These mentorship relationships can significantly enhance professional growth and reinforce teachers' commitment to their responsibilities in the classroom.

6.3. Recommendations for further research

On the basis of this research, it is recommended that research be done in the following areas;

1. Since this research was done in Abim district, Karamoja sub-region, another research be done in other districts
2. Research should also be done on school based factors that can enhance teacher performance
3. Research should also be done on how to develop and maintain a school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning and to harmonize and progressive school-personnel relationship.

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APPENDICES APPENDIX I:

CONSENT FORM

Title: Human Resource Management Practices and Teachers' Commitment in Hard-to-Reach Areas in Uganda: A Case of Abim District, Karamoja Sub-Region

Dear respondent,

You have been selected as a potential respondent in the above-titled survey which is being undertaken as part of an educational research in partial fulfilment of requirements for award of the degree of Masters of Education of Uganda Christine University. Your cooperation in administering the instrument will go along way in ensuring success of the said study.

It will thus be very helpful if you assist by answering the questionnaire as per the instructions at the beginning of each section. Note that the responses will be for academic purposes only and will be treated with utmost confidentiality, after all the instrument is anonymous. Please endeavour to fill the questionnaire within one day and return it to the Headteacher.

Thank you.

Yours
faithfully,

.....Allen

Acam Researcher

APPENDIX II: QUESTIONNAIRE

Section A: Socio-demographic characteristics

Please help me classify your responses by supplying the answer that you feel is your option by ticking the most appropriate option.

1. Sex

- a) Male []
- b) Female []

2. Age (in years)

- a) 19-28 []
- b) 29-38 []
- c) 39-48 []
- d) 49-59 []

3. Religion

- a) Catholic []
- b) Protestant []
- c) Muslim []
- d) Pentecostal []

4. Professional grade

- a) Licensed teacher []
- b) Grade III teacher []
- c) Grade V teacher []
- d) First degree holder []
- e) Masters holder []

5. Marital status

- a) Single []
- b) Married []
- c) Divorced []
- d) Widowed []

6. How long have you been in teaching service?

- a) For 5 years now []
- b) 5-10 years []
- c) 10-20 years []
- d) More than 20 years []

Section B: Performance management practices geared towards improving teachers' commitment

7. Please rate the words in your school as they apply to you, by choosing from a scaleranging from Strongly Agree (A)= 5, Agree (A) = 4 Undecided (UN)=3, Disagree (DA) = 2, Strongly disagree (SD) = 1

Statement	Level of agreement				
	SA	A	UN	DA	SD
PERFORMANCE					
I am always engaged in planning the teacher's performance.					
The implementation of the performance agreements made by the supervisor and supervisee in this school is well monitored.					
The school administration always holds a review performance meeting in this school.					
Weekly reports regarding to teacher's lesson attendance are always done.					
The head-teacher together with teachers set performance targets.					
Teacher's performance appraisal is conducted in this school.					
Im satisfied with the performance appraisal system in this school.					
I'm satisfied with the performance improvement action plan of this school.					
I'm satisfied with the process of fairness and balance in performance.					
The performance management aspects such as appraisals here are periodic and are part and parcel of the school.					
Performance reviews in place provide room for coaching individuals on the specific skills found wanting.					
There is a culture of open communication between the employers or supervisors and the employees or supervisees in this school.					

Section C: Staff maintenance practices that affect teachers' commitment

Please rate the words in your school as they apply to you, by choosing from a scale ranging from Strongly Agree= 5, Agree(A)=4, Undecided (UN) =3, Disagree (DA) =2, Strongly disagree (SD)= 1. Statement	Level of agreement				
	SA	A	UN	DA	SD
Teachers in this school are stratified with the working space within the classroom and office which motivates commitment.					
There is a good access to ICT services in this school thus motivating teachers' commitment.					
Am satisfied with the flexible work schedule in this school.					
Maximising employee's abilities or potentials is one of the most priorities in this school.					
There is effective utilization of resources in this school.					
Every teacher is recognised in this school thus, teachers' commitment.					
There is an effective and timely performance feedback in this school.					
Teachers are engaged in more professional development courses that enlighten and make them perform their duties in a better way.					

Section D: How the performance rewards affect teachers' commitment

Please rate the words in your school as they apply to you, by choosing from a scale ranging from Strongly Agree= 5, Agree(A)=4, Undecided (UN) =3, Disagree (DA) =2, Strongly disagree (SD)= 1.

Statement	Level of agreement				
	SA	A	UN	DA	SD
I get my salary on time thus committed to work here.					
I receive a good salary and thus, am committed to work here.					
The salary I receive tallies with my qualifications and am					

committed to work.					
I am happy with the salary structure thus, committed to work.					
I get a pay increment every year					

I always receive bonus from the head-teacher					
I share the profits generated from the school projects					
Projects held in my school are useful towards uplifting my welfare					
I am paid for extra time worked					
I get medical allowances from school whenever I am sick.					
I receive transport allowances every month.					
I am paid accommodation allowance every month.					
I am always praised for any good work I do at school.					
I work in good physical working conditions at school.					
My school's administration recognises the good work I do.					
My Headteacher organises appropriate gifts for the good work I do.					
My presence is recognised by the headteacher.					
I expect a promotion anytime this year.					
Extra responsibilities I hold at school are appreciated.					
My headteacher attends to my social and professional problems.					
The school provides me with accommodation.					
The school provides me with means of transport to and from school every day.					
The school provides me with medical treatment.					
I get leave whenever I have a serious problem.					

Section E: How teacher professional development affect teachers' commitment

Statement	Level of agreement				
	SA	A	UN	DA	SD
Im committed to work here because the school provides me with on job training.					
I am committed to work here because the school permits me to go for further training.					

All teachers at the district level receive short-course trainings that empower them to work effectively.					
Inspectors of schools and CCTs are committed to help teachers within schools with short trainings in this region.					
In this school teachers develop their own professional development goals and initiate activities that will help them achieve those goals.					
In this school, teachers are involved in watching recorded lessons, reading materials on education, journal making and, taking online courses.					

Thank you

**APPENDIX III: INTERVIEW GUIDE DISTRICT EDUCATION OFFICER,
INSPECTORS OF SCHOOLS AND HEADTEACHERS**

1. Comment on how performance management practices are administered to teachers in this district.
2. What performance management practices are geared towards improving teachers' commitment in this district?
3. How do the performance management practices influence their job commitment?
4. How are the primary school teachers maintained in this district?
5. Which staff maintenance practices have influenced teachers' commitment in this district.
6. Comment on how performance rewards are administered to teachers in this district.
7. Do teachers receive salaries on time in this hard to reach district?
8. How do the performance rewards influence teachers' job commitment?
9. Are teachers rewarded non-financially on their job?
10. What forms of non financial performance rewards are used to reward teachers?
11. How do non financial rewards influence teachers' job commitment?
12. Comment on how teacher professional development is administered in this hard to reach district.
13. How does teacher professional development affect or influence teachers' commitment in this hard to reach district?

APPENDIX IV: WORK PLAN

SN	ITEM	DATE DUE	REMARKS
1	Writing the proposal	6 TH March 2022	Completed
2	Questionnaire construction	15 th April 2022	Completed
3	Data collection	1 st October 2022	Completed
4	Analysis of data	8 th January 2023	Completed
5	Writing of the dissertation	20 th Feb 2023	Completed
6	Dissemination of the dissertation	23 rd June 2023	Completed

APPENDIX V: BUDGET

FEES FOR RESEARCH PERSONNEL					
SN	POSITION	ROLE	NUMBER OF DAYS	DAILY RATE	TOTAL COST
1	Principal researcher	Main researcher and coordinator			200,000/=
2	Research Assistant A	Note taker for interviews			150000/=
3	Research Assistant B	Distribution of questionnaires			150000/=
4	Reams of paper (6)				150000/=
5	Typing charges				300000/=
6	Subsistence	For all persons in one above.	10 days	10000/=	100000/=
7	Tape recorder	Recording interviews	80000/=		80000/=
8	Pens and ruled paper	For transcribing			
9	Transcribing interviews				100000/=
10	Entering questionnaire data				100000/=
11	Analysis and interpretation of data				100000/=
12	Writing final report				200000/=
	GRAND TOTAL				1,630,000/=

APPENDIX RELIABILITY

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.800	34

	Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
What is your gender?	126.4000	126.044	.413	.	.808
What is your age?	125.2000	119.956	.437	.	.804
What is your religion?	125.8000	120.844	.339	.	.808
What is your professional grade?	125.4000	128.044	.242	.	.811
What is your marital status	126.0000	127.111	.169	.	.814
How long have you been in teaching service?	125.2000	114.400	.569	.	.797
The implementation of the performance agreements made by the supervisor and supervisee in this school is well	123.7000	131.789	-.078	.	.817

monitored					
The school administration always holds a review performance meeting in this school	123.6000	128.267	.248	.	.811
Weekly reports regarding to teacher's lesson attendance are always done	123.7000	118.678	.881	.	.795
The head teacher together with teachers set performance targets	123.7000	122.900	.440	.	.805
Im satisfied with the performance appraisal system in this school	123.5000	128.278	.228	.	.812
The performance management aspects such as appraisals here are periodic and part and parcel of the school	123.6000	122.933	.351	.	.807
Performance reviews in place provide room for coaching individuals on the specific skills found wanting	123.8000	129.067	.017	.	.824

Teachers in this school are satisfied with the working space within the classroom and office which motivates commitment	124.1000	127.211	.126	.	.816
Im satisfied with the flexible work schedule in this school	124.1000	120.544	.487	.	.802
Maximizing employee's abilities or potentials is one of the most priorities in this school	124.2000	124.400	.279	.	.810
There is effective utilization of resources in this school	123.5000	138.056	-.586	.	.827
Every teacher is recognized in this school thus teachers' commitment	123.9000	116.100	.554	.	.798
There is an effective and timely performance feedback in this school	124.0000	109.111	.826	.	.784
Teachers are engaged in more professional development courses that enlighten and make them perform their	124.0000	110.667	.759	.	.788

duties in a better way					
I receive a good salary and thus am committed to work here	124.1000	119.211	.661	.	.798
I am happy with the salary structure thus committed to work	124.3000	115.344	.525	.	.799
I always receive bonus from the head teacher	124.2000	128.178	.041	.	.824
I am always praised for any good work I do at school	124.0000	124.000	.330	.	.808
My school administration recognizes the good work I do	123.8000	123.067	.464	.	.805
My head teacher organizes appropriate gifts for the good work I do	123.7000	128.233	.103	.	.816
My presence is recognized by the head teacher	123.5000	123.389	.221	.	.814
Extra responsibilities I hold at school are appreciated	123.6000	124.489	.416	.	.806
I am committed to work here because the school provides me with on job training	123.5000	129.611	.113	.	.814
I am committed to work here	123.6000	129.156	.104	.	.815

because the school permits me to go for further training					
All teachers at the district level receive short-course trainings that empower them to work affectively	123.8000	127.956	.228	.	.811
Inspectors of schools and CCTs are committed to help teachers within schools with short-trainings in this region	123.8000	128.844	.316	.	.811
In this school, teachers develop their own professional development goals and initiate activities that will help them achieve those goals	123.7000	133.789	-.283	.	.820
In this school, teachers are involved in watching recorded lessons reading materials on education, journals making and taking online courses	123.7000	126.678	.149	.	.815

APPENDIX

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

